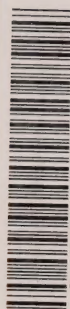
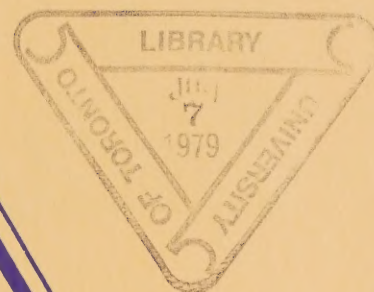


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# AID IN USING THE OCCUPATIONAL EXPLORATION QUESTIONNAIRE



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**Employment and  
Immigration Canada**

**Occupational  
and Career Analysis  
and Development**

**Emploi et  
Immigration Canada**

**Analyse et  
développement –  
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INTRODUCTION

If you're not sure what a factor in the Occupational Exploration Questionnaire involves, you can get a better idea by using this Aid. Then you can decide whether you should choose any factors about which you are unsure, to describe yourself or the kind of work that you'd like.

Here is how to use this Aid:

1. Look up any factor in the OEQ about which you would like to find out more. The factors are listed in the Table of Contents at the front of the Aid in the same order as they appear in the OEQ.
2. Turn to the page for the factor that you want and read the definition of the factor. This definition is a more detailed version of the one in the OEQ.
3. Below the definition is a set of questions that you can answer with a YES or NO. If you answer YES to several of the questions, then the factor may fit you and you may wish to choose it. But you still don't have to choose that factor if you really don't want to. The Aid is not a test, only a guide. Only you can decide what's right for you.
4. If you want to be really thorough and you have the time, you can use the Aid instead of the OEQ. Simply read the definitions and answer some or all of the questions; for the factors that you choose to describe yourself, circle their codes along the top of the Grid-Aid to Occupational Choices.

Other Uses of this Aid:

Most of the factors described in the "Aid in Using the Occupational Exploration Questionnaire" are the same as those used in other career exploration systems. You can use this Aid with them as well. In addition, the Interest Factors and Abilities Factors are used in the results of two tests that your counsellor may give you: The Canadian Occupational Interest Inventory (COII) and the General Aptitude Test Battery (GATB). In turn, the factors used in this Aid and in each of the above systems and test are the same as those used in the Canadian Classification and Dictionary of Occupations (CCDO), a source of detailed descriptions of occupations and their qualifications.

You can use this Aid to help you to understand what the factors in each of the above systems involve in much the same way as you can use it with the Index to Canadian Occupations and the OEQ.

The "Aid in Using the Occupational Exploration Questionnaire" grew out of the work done by Robert E. Thomas in assisting in the development of the Index to Canadian Occupations.

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Available in Canada through

Authorized Bookstore Agents  
and other bookstores

or by mail from

Canadian Government Publishing Centre

Supply and Services Canada

Hull, Quebec, Canada K1A 0S9

Catalogue No. MP43-73/1979-5

Canada: \$15.00 (set)

ISBN 0-660-10093-2

Other countries: \$18.00 (set)

Price subject to change without notice.



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ACKNOWLEDGEMENT

The developers of the Index to Canadian Occupations wish to extend their thanks to the Occupational Analysis and Classification Systems Division. The background material that it provided was invaluable in developing these additional questions and expanded definitions.



## AID IN USING THE OCCUPATIONAL EXPLORATION QUESTIONNAIRE

### Additional Questions and Expanded Definitions

The questions and expanded factor definitions in this booklet are designed to assist clients who need more explanation of the factors in the Occupational Exploration Questionnaire, or who are unable to decide which factors they feel are appropriate. A client need not answer "yes" to all questions in order for a factor to be appropriate for him/her.

#### INTERESTS:

##### 1. Things and Objects

Working with things, numbers and objects (rather than people or animals), including making and repairing things and finding out how things work. Preference for work involving inanimate objects, mechanics and the numerical and spatial qualities of things.

##### Questions:

Do you like working with hand tools such as wrenches, screw drivers and pliers?

Do you like tinkering with engines and motors?

Do you like making things?

Do you like keeping track of amounts of money or numbers of things?

Do you like taking things apart and putting them back together?

Do you like compiling statistics?

##### 2. Business Contact

Business contact with people in things like organizing, interviewing, persuading, selling, giving information, and supervising. Preference for work which might involve public appearances, arranging details of meetings, conducting surveys or making appointments.

##### Questions:

Do you like selling things?

Do you like trying to convince people of the worth or advantage of merchandise, processes or activities?

Do you like talking with people on the telephone?

Do you like being involved in clubs, committees or organizations?

Do you like meeting new people regularly?

Do you like getting together with others to discuss matters and reach agreements?

INTERESTS 3. Routine, Concrete, Organized  
(continued)

Working in routine, concrete and organized duties, including detailed work according to an established procedure. Preference for work involving the ordinary, usual and customary.

Questions:

Do you like doing the same work until you are finished?

Do you like having rules to work by?

Do you like operating a machine for long periods of time?

Do you like sorting or filing things according to an organized system?

Would you like to work on an assembly line?

At the beginning of each day, do you like always knowing what you will be doing that day and knowing that it probably will not change suddenly?

4. Social Welfare

Helping other people through your work, including the improvement of the social welfare of others. Preference for work with people for their presumed good and for activities that involve dealing with people and language in social situations.

Questions:

Do you find satisfaction in learning about people's problems and helping them deal with those problems?

Are you happy doing favours for people?

Do you enjoy helping sick people?

Do you enjoy teaching people things that will be helpful to them?

Do you enjoy interviewing and counselling people?

5. Prestige

Work that gives you the respect of others. Preference for work that gives you prestige, the awareness of which contributes to a position of leadership.

Questions:

Do you like being recognized in the community for things you have done?

Do you like speaking in public?



INTERESTS  
(continued)

Do you like being in charge of administrative matters?

Do you like being a key figure in an activity?

Do you like being in contact with prominent people?

Do you like representing the interests and opinions of others?

Do you like having a reputation and responsibilities to live up to?

6. People and the Communication of Ideas about People:

People and communicating ideas about people. Personal contact is not necessarily involved. Preference for work which deals with the subject of people.

Questions:

Do you like following events in the news?

Do you like hearing people talk about themselves, their activities and their ideas?

Do you like theorizing about people and their behaviour?

Do you like to write, speak or portray roles about people?

Do you like to attend public hearings?

Are you interested in social planning?

Do you like subjects such as psychology, sociology, history, anthropology, literature, languages, law, political science, economics, human biology, medicine, philosophy and related fields?

7. Scientific and Technical

Doing scientific (natural or social sciences) or technical work. This includes work involving analysis, testing and creating theories based on facts. Preference for reading, observation and experimentation and reaching conclusions as a result.

Questions:

Do you like making systematic observations of things?

Do you have a curiosity about natural occurrences and what causes them?

Do you have scientific hobbies?

Are you interested in subjects such as biology, physics, psychology, geology, chemistry, sociology, economics, medicine, architecture, engineering, history and related fields?

INTERESTS  
(continued)

Do you like to experiment to see how things work?

Do you like to reach conclusions based on information gained from experiments, tests, surveys and observation?

8. Abstract, Creative Interest

Doing abstract and creative work. This includes originating designs, finding new solutions to old problems, looking for broad meanings, and creating theories based on abstract concepts. Preference for work which is unstructured and imaginative.

Questions:

Do you like to explore or think about the unknown?

Do you like to deal with ideas?

Do you like artistic activities, such as painting, carving, sculpting, writing, photography, music, acting and similar things?

Do you like situations that are unstructured and not limited by precedent, rules or established procedures?

Do you like to dream up new ideas and ways of doing things?

9. Non-Social, Working Alone with Machines, Process, Techniques

Working with machines, equipment and processes, where getting along with people is not very important. Preference for work which is carried out through individual effort and knowledge, using clearly organized techniques or processes.

Questions:

Do you like using machines?

Are you interested in machine shop and related courses?

Do you like driving a car or truck?

Do you like studying machines in operation to understand how they work?

Do you like mixing ingredients according to precise formulas?

Do you like to depend on your own knowledge and abilities when working with machines or processes?

0 Tangible, Productive Satisfaction

Doing work where you can see clearly and immediately the results of your efforts. Preference for work which involves a goal of achieving a tangible product with constant awareness of what is being made.



INTERESTS  
(concluded)

Questions:

Do you get a feeling of satisfaction when you complete something which you have been making?

Do you like working on things that you can see and touch?

Do you like hobbies or work around your home that allow you to look at what you've done when you've finished?

Do you like making things that you can show to others?

TEMPERAMENTS

1. Versatility

Many duties which change often, including shifting to a second activity before completing the first, and unexpected pressures and situations. Tendency to seek out variety and situations that permit attention to be shifted from one thing to another rather than being focussed on the same thing for long periods.

Questions:

Can you keep track of several different things at once?

Are you happy to drop what you are doing in the middle of it and start something new and different?

Do you like situations in which things are never settled and new things are always popping up?

Do you like situations in which you don't know for sure what you will be doing the next day or the next week?

Do you like to be kept moving from place to place?

2. Adaptability to Repetitive Work

Duties that are repeated often and regularly according to set procedures - regular, uncomplicated routine. Ability to continue and repeat the same task without interruption in strict accordance with a procedure or pace set by a machine or another worker.

Questions:

Do you like to do things in a set order?

Do you like to do one thing at a time?

Do you like to be free from interruptions and the unexpected?

Do you like to do the same work until finished?

Do you find it easy to keep your mind on one thing and to not have your attention wander?

Do you run your life according to a set routine?

TEMPERAMENTS  
(continued)

3. Adaptability to Performing Under Specific Instructions

Following exact orders given by someone else, where planning and making decisions on your own are not required. Inclination to act in accordance with the decisions of others and to adapt to restrictions on initiative.

Questions:

Do you like to please other people by doing what they would like you to do?

Are you happy taking orders from others?

Do you prefer or accept having your work checked closely by others?

Do you like work which does not require you to plan and make decisions yourself?

Do you like having clear-cut instructions so that you know exactly what is expected of you?

Are you happy following instructions without knowing the reason for them?

4. Direction

Directing, controlling and planning entire activities or the activities of others. Liking for responsibility, independent work, and playing a part in shaping the environment.

Questions:

Do you like to plan your own work?

Do you like to be in charge of things and to decide what you and others will do?

Do you like telling other people what to do?

Are you happy being responsible for what other people do?

Do you like to change conditions and circumstances to suit yourself?

Are you usually able to make up your mind right away when an urgent decision must be made?

Do you feel you can think for yourself?

5. Gregarious and Outgoing

Dealing with people who are customers or clients frequently and in depth, including gaining the cooperation of people with whom you work. Adaptability to working with other people and successfully



TEMPERAMENTS  
(continued)

dealing with others resulting in acceptance in a group.

Questions:

Do you enjoy meeting people?

Do you value agreeable working relationships?

Would you enjoy a job in which you had little privacy or time to be alone?

Do you enjoy devoting your attention to people all the time?

Do you like being surrounded by people who are coming and going?

Do you find it easy to talk with people, cooperate with them and help them to carry out their plans?

6. Isolation

Working alone most of the time, where you are required to keep mentally occupied with your own thoughts and observations. Adaptability to activities which involve being physically apart from others for long periods of time.

Questions:

Do you like to live by yourself?

Do you like being left to your own devices?

Are you happy to work alone?

Are you able to keep from becoming bored when no one else is around?

Can you think a problem through by yourself, without needing to resort to the advice or opinions of others?

Are you happy being out of easy contact with other people (for example, in person or by telephone)?

Do you feel that you can rely on yourself and that you don't need the constant companionship of others to find life interesting?

Do you sometimes pass up social activities to spend time on a project of your own?

7. Influencing

Influencing peoples' opinions, attitudes and judgements about ideas or things. Persuasive behaviour in situations involving face-to-face or indirect communication and skillful evaluation of other peoples' reactions.

TEMPERAMENTS  
(continued)

Questions:

Do you often try to convince people of your point-of-view?

Do you enjoy getting people to buy things or to cooperate with you in some way?

Do you like to write letters expressing your point-of-view (for example, to the "Letters to the Editor" column of a newspaper)?

Do you go out of your way to win an argument?

Are you good at cheering up people who are discouraged, depressed or unhappy?

Are you good at getting people to do things that are for their own good?

8. Self-Controlled Performance Under Stress

Performing in stress and risk situations, including exhibiting calmness and self-control in dangerous conditions and keeping your emotions under control. Capacity to cope with unexpected situations and to stay calm in provoking or hazardous conditions.

Questions:

When you are excited or nervous, can you keep it under control?

Do you like facing physical danger?

Do you feel that you can deal with emergencies well?

Are you happy working against deadlines?

Could you make a fast and competent decision in a situation where the slightest delay could wreck a machine or kill a person?

Can you stay calm and cheerful when you are confronted by people who are angry and hostile?

Can you hold your temper when becoming angry would likely make matters worse?

9. Valuative - Sensory or Judgemental Criteria

Making judgements based on your personal knowledge or experience in situations where other people may reach different conclusions based on the same evidence. Liking for dealing with facts that can be experienced directly and for using intuition, when necessary, to solve problems.



TEMPERAMENTS   Questions:  
(continued)

Do you dislike putting information into categories all the time?

Do you like to have as much information as you can find before making judgements?

Are you happy dealing with information that cannot be proven?

Are you happy making choices from among several possibilities, each of which has its advantages?

Do you often reach conclusions which you feel are right and only later think of logical reasons for them?

Do you often feel that for some things there is no single answer or no answer at all?

0   Objective

Judging concrete information against measurable standards, where the evidence can be reproduced and checked, and concrete problems may be solved. Tendency to insist upon information that can be communicated and made public as a basis for decisions, and to require a standard method in order to reach conclusions.

Questions:

Do you like to be logical or to study logic?

Do you like to stick to information that can be proven?

Do you like to make decisions according to rules and regulations?

Do you place little trust in "hunches"?

Do you prefer to be able to check, test or measure things in order to reach conclusions?

Do you feel that only experts are qualified to express opinions about their areas of knowledge?

X   Subjective

Making judgements about ideas or facts based on your own feelings or values. Desire to express your individual tastes, personality and values in your work.

Questions:

Do you prefer to work with your own ideas rather than those of others?

Do you have confidence in your own tastes and viewpoints?

TEMPERAMENTS  
(concluded)

Do you think and do things your own way, rather than according to what is popular?

Do you prefer to do things that show your own personality and way of thinking rather than those of others?

Do you often use your own judgement instead of formulas, recipes or instructions?

Do you prefer not to imitate?

Y Rigorous

Attaining exact standards and/or achieving set goals by applying strict rules and procedures, including striving for perfection and dealing carefully with details. Tendency to take a great deal of care and to give a great deal of attention and effort to see that your work is done well.

Questions:

Are you willing to check and double-check things to make sure that they are done well and properly?

Do you try for perfection in what you do?

Are you patient with details?

Are you willing to follow formulas, specifications or procedures exactly when precise results are required?

Do you like to put in a great amount of time and effort to get something exactly right?

Are you willing to spend long periods of time finding and correcting minor errors or problems in things?

ABILITIES (The questions in this section are not intended to correspond with the levels within each ability factor.)

G Intelligence

Ability to learn, understand, reason. General learning ability. Ability to reason and make judgements. Closely related to doing well in school.

Questions:

Can you "catch on" or understand instructions?

Can you reason and make judgements?

Can you understand underlying principles and draw conclusions from them?



ABILITIES  
(continued)

Can you recognize problems and study them so that you can decide how to solve them?

V Verbal

Ability to understand and use words to express ideas and information. Ability to understand the meaning of words and ideas associated with them, and to use them effectively.

Questions:

Do you find it easy to understand language?

Can you present information and ideas clearly to other people?

Can you give or understand clearly instructions or specifications in relation to your work?

Do you find it easy to understand technical terms and to express yourself using technical language?

Do you find it easy to communicate with other people?

N Numerical

Ability to work quickly and accurately with numbers. Ability to perform arithmetic operations rapidly and correctly.

Questions:

Do you find it easy to do arithmetic quickly and accurately?

Do you find it easy to collect, compare and accurately keep statistical information?

Could you use mathematics well as part of your job?

Can you make accurate measurements and check them quickly?

Can you estimate values or costs based on a variety of required statistical information?

Do you find it easy to make change when working with cash?

Can you balance cash-on-hand with records of money paid and received?

S Spatial

Ability to picture shapes in space. Ability to recognize the relationships resulting from the movement of objects in space.

Ability to think visually of geometric forms and to understand diagrams of three-dimensional objects.

ABILITIES  
(continued)

Questions:

Do you find it easy to do geometry?

Using a drawing of an object, can you imagine what the object will look like when it is assembled?

Can you imagine what an object will look like after it has changed position or shape (for example, what a box would look like if you unfolded it)?

Can you visualize objects of 2 or 3 dimensions?

Can you design, draw or represent three-dimensional objects on paper?

Can you visualize the shapes, sizes and relationships of objects when you see them in a photograph?

When you are making something, can you imagine what it will look like when it is finished in order to correctly assemble it?

P Form Perception

Ability to see slight differences in shape, size and detail of objects or pictures. Ability to recognize detail in objects or in pictures, and to make visual comparisons and discriminations.

Questions:

Can you see slight differences in shapes and shadings of figures, or in widths and lengths of lines?

Can you recognize minor details in objects?

Can you find and recognize small parts of machines and other objects?

Can you see whether patterns match or are correct?

Can you inspect objects for details such as colouring, scratches, flaws, grains, texture, lint, dust, etc.?

Q Clerical Perception

Ability to quickly check numbers and words for accuracy. Ability to recognize detail in written material. Ability to see differences between words or numbers and to avoid errors in reading or copying words and numbers.

Questions:

Can you proofread words in order to find and correct errors?

Can you check for mistakes in simple adding and subtracting?



ABILITIES  
(continued)

Can you correctly use a coded classification system in order to find information, books or files?

Are you usually able to avoid errors when compiling statistics from various sources, or when transferring numbers from one place to another?

Do you find it easy to detect errors on typed pages?

Can you accurately copy information such as names, addresses, telephone numbers, catalogue numbers, dates and numbers and kinds of goods?

K Motor Coordination

Ability to coordinate eye and hand movements; for example, when hitting a golf ball or threading a needle. Ability to coordinate eyes and hands or fingers rapidly and accurately in order to make precise movements with speed.

Questions:

Can you do things with your hands or fingers so that they are working together with what you are seeing?

Can you quickly recognize a flaw in an object and then repair it?

Can you use your hands or fingers to create an object of beauty?

Can you make your hands or fingers do what you can see they should do at exactly the right moment?

F Finger Dexterity

Ability to move small objects rapidly and accurately with fingers.

Ability to make fine adjustments to instruments, machines and other objects.

Questions:

Can you work on tiny objects with your fingers?

Can you place small objects quickly and accurately into exact positions?

Can you move your fingers rapidly and accurately to handle small objects or to operate precise instruments?

Do you find it easy to use small tools?

Can you play a musical instrument, or do you think it would be easy if you learned?

ABILITIES  
(continued)

Could you create a delicate object with your hands and fingers?

Could you work on small objects that are in confined spaces?

M Manual Dexterity

Ability to move hands skillfully and easily; for example, when handling small tools or weaving. Ability to work with the hands in placing and turning motions.

Questions:

Can you use hand tools easily?

Would you find the motions involved in sorting things easy?

Can you work easily with your hands?

Can you easily use your hands to move or turn objects?

Could you operate a machine that requires accurate and flexible hand and wrist movements?

E Eye - Hand - Foot Coordination

Ability to coordinate hand and foot movements in response to visual signals; for example, when driving a car. Ability to move hands and feet in coordination with each other and with visual stimuli.

Questions:

Can you balance yourself while working with your hands in high places or in situations when there is a danger of falling?

If you drive a car, do you find that moving the steering wheel and the gear shift and operating the foot pedals are naturally easy?

Can you run and catch a thrown object, such as a ball?

Can you get your hands and feet to work together?

Can you get your hands and feet to move according to what you see?

C Colour Discrimination

Ability to recognize similarities and differences between colours (and shades). Ability to identify a particular colour, or to recognize colour combinations that are in harmony or that contrast.

Questions:

Can you recognize colours and shades?

Can you easily tell the difference between colours and shades?



ABILITIES  
(concluded)

Can you tell which colours go together well and which do not?

Do you find it easy to decide which colour and shades look right when adjusting a colour television set?

Do you find it easy to tell the difference between coloured traffic lights?

Can you recognize different shades of the same colour?

Have you ever been complimented for your choice of colours and colour combinations of the clothes you wear?

PHYSICAL ACTIVITIES

S    Sedentary Work

Work which requires you to sit most of the time and occasionally lift objects weighing less than 10 pounds (5 kilograms).

Questions:

Do you prefer or need to sit while working, for example, at a desk?

Do you prefer or require work that involves sitting, standing or walking, but only light lifting, (if at all)?

Do you prefer or require work that does not involve lifting more than 10 pounds (5 kilograms), such as files, ledgers and small tools?

L    Light Work

Work which requires you to lift a maximum of 20 pounds (10 kilograms) and frequently lift and/or carry 10 pound (5 kilogram) objects.

Questions:

Do you prefer or require work that involves lifting no more than 20 pounds (10 kilograms) at a time?

Do you prefer or require work that involves frequent lifting of objects weighing 10 pounds (5 kilograms) or less?

Do you prefer or require work that does not involve much standing and walking, although there may be little lifting of objects?

Do you prefer or require work that involves sitting most of the time, but with pushing and pulling of arm and/or leg controls?

M    Medium Work

Work which requires you to lift a maximum of 50 pounds (23 kilogram) and frequently lift and/or carry 20 pound (10 kilogram) objects.

PHYSICAL  
ACTIVITIES  
(continued)

Questions:

Do you prefer or require work that involves lifting no more than 50 pounds (23 kilograms) at a time?

Do you prefer or require work that involves frequent lifting of objects weighing as much as 20 pounds (10 kilograms)?

Do you prefer or require work that involves sitting while pushing and pulling arm and/or leg controls frequently and with strength?

H Heavy Work

Work which requires you to lift a maximum of 100 pounds (45 kilograms) and frequently lift and/or carry objects weighing up to 50 pounds (23 kilograms).

Questions:

Are you willing to do work that involves lifting up to 100 pounds (45 kilograms) at a time?

Are you willing to do work that involves frequent lifting of objects weighing as much as 50 pounds (23 kilograms)?

Are you willing to do work that requires a great deal of physical strength?

2 Climbing and/or Balancing

Work which requires you to climb and/or balance (for example on scaffold or ladders). Work which requires body agility in climbing and steadiness when balancing.

Questions:

Are you willing to do work that involves climbing up and down ladders, stairs, scaffolding, ramps, poles, ropes, etc.? Are you able to do such work?

Are you willing to do work that involves keeping your balance so that you will not fall when walking, standing, crouching or running on narrow, slippery or moving surfaces? Are you able to do such work?

Can you keep your balance when performing gymnastics?

Are you willing to do work that involves both climbing and balancing on ladders, poles, scaffolding, etc., and descending without falling? Are you able to do such work?

Could you keep your balance while standing on the deck of a boat in rough water?



PHYSICAL 3. Body Dexterity  
ACTIVITIES

(continued)

Work which requires you to stoop, kneel, crouch or crawl in cramped areas.

Questions:

Are you willing to do work which involves stooping (bending downward and forward from the waist)? Are you able to do such work?

Are you willing to do work which involves kneeling (bending the legs at the knees to come to rest on one or both knees)? Are you able to do such work?

Are you willing to do work which involves crouching (bending downward and forward by bending both the legs and spine)? Are you able to do such work?

Are you willing to do work which involves crawling (moving about on the hands and knees or hands and feet)? Are you able to do such work?

Are you willing to do work which involves bending in order to work in a cramped space? Are you able to do such work?

4. Manual Dexterity

Work which requires you to reach, handle or feel objects. One or both arms and/or hands are used.

Questions:

Are you willing to do work which involves extending your hands and arms in any direction? Are you able to do such work?

Are you willing to do work which involves seizing, holding, grasping, turning or otherwise manipulating objects with your hand(s)? Are you able to do such work?

Are you willing to do work which involves picking, pinching or otherwise fingering objects? Are you able to do such work?

Are you willing to do work which involves touching objects to find out size, shape, temperature or texture? Are you able to do such work?

Would you be willing to do work which requires you to hold objects for long periods? Are you able to do such work?

Can you work on objects above you which require you to hold your arms above your head?

Would you be willing to do work which involves frequent testing of the temperature of objects and liquids?

PHYSICAL 5. Talking  
ACTIVITIES  
(continued)

Work which requires you to communicate information to others by speaking accurately and clearly. Talking or expressing ideas by means of the spoken word.

Questions:

Are you willing to do work which requires you to speak frequently to clients, other workers or the public? Are you able to do such work?

Are you willing to do work which requires you to orally express your ideas clearly and accurately? Are you able to do such work?

Can you speak clearly and precisely so that you can be easily understood when normal hearing may be difficult?

Can you use your tone of voice and emphasis of sounds to make what you say sound more interesting?

6. Hearing

Work which requires you to hear what others are saying or to recognize differences in sound. Work which requires the ability to receive detailed spoken information or to make fine discrimination in sound.

Questions:

Are you willing to do work which requires you to hear what other people are telling you?

Do you find it easy to pay attention in detail to what others are saying and to clearly recognize the words that are used?

Can you pick out slight differences between sounds?

Are you willing to do work which requires you to hear and understand detailed instructions?

Can you hear soft, distant or unusual sounds?

Can you easily tell the difference between normal sounds and unusual sounds that should be checked (for example, sounds of unauthorized people or sounds that indicate that a machine is not working properly)?

7. Vision

Work which requires you to see clearly the characteristics of objects. Work requiring the ability to see the shape, size, distance, motion, colour or other characteristics of objects.

Questions:

Can you do work which requires clearly seeing small objects very close to your eyes?



PHYSICAL  
ACTIVITIES  
(concluded)

Can you do work which requires seeing clearly objects far away from your eyes?

Can you do work which requires clearly seeing distances between objects and judging where they are in relation to each other and yourself?

Can you do work which requires identifying and telling the difference between colours?

Are you able to do work which requires seeing the outlines of objects in the dark (night vision)?

Can you do work which requires seeing up, down, right and left without moving your head?

ENVIRONMENTAL CONDITIONS

I Inside

Work which is done inside (protected from weather conditions, but not necessarily from temperature changes), including enclosed spaces other than buildings. Approximately 75% or more of working time is inside.

Questions:

Do you prefer or require work which is done inside buildings?

Do you prefer or require work which is done away from direct exposure to the weather?

Do you prefer or require work in which you are protected from wind, rain, snow, etc.?

Do you prefer or require work which is not done in buildings, but which is done in enclosed spaces or cubicles of vehicles or machines?

O Outside

Work which is done outside (no effective protection from weather nor from temperature changes). Approximately 75% or more of working time is outside.

Questions:

Do you prefer or require work which is done out-of-doors?

Do you prefer or require work which is done in situations where weather and/or temperatures vary?

Do you prefer or require work which is done in the open air?

Do you prefer or require work which is not done in enclosed spaces?

ENVIRONMENTAL  
CONDITIONS  
(continued)

B Both Inside and Outside

Work which is done both inside and outside (approximately equal amounts of inside and outside work).

Questions:

Do you prefer or require work which is done both inside and outside?

Do you prefer or require work in which you are frequently in and out of buildings or other enclosed spaces?

Do you prefer or require work which is done about equally in an office, store or warehouse and at an outdoor site?

2. Extremes of Cold

Work which is done in extremes of cold with temperature changes. Cold can be artificial (job-induced) or natural (atmospheric) in nature.

Questions:

Do you like work which is done under extremely cold conditions? Are you able to do such work?

Do you like work which is done under conditions where the temperature varies, including frequent extreme cold? Are you able to do such work?

Are you able to do work in conditions of such extreme cold that you suffer noticeable discomfort unless you have special protection?

Are you able to do work in conditions where variations in temperature (including extreme cold) cause sudden and noticeable body reactions?

Are you able to do work in surroundings that are indoors, but extremely cold (for example, refrigerated or unheated)?

3. Extremes of Heat

Work which is done in extremes of heat with temperature changes. Heat can be artificial (job-induced) or natural (atmospheric) in nature.

Questions:

Do you like work which is done under extremely warm or hot conditions? Are you able to do such work?

Do you like work which is done under conditions where the temperature varies, including frequent extreme heat? Are you able to do such work?



ENVIRONMENTAL

CONDITIONS

(continued)

Are you able to do work in conditions of such extreme heat that you suffer noticeable discomfort unless you have special protection?

Are you able to do work in conditions where variations in temperature (including extreme heat) cause sudden and noticeable body reactions?

Are you able to do work in surroundings that are indoors, but extremely hot (for example, highly heated, near furnaces or other heat-generating equipment, or un-air conditioned)?

4. Wet, Humid

Work which is done in wet or humid conditions. Work done in contact with water, other liquids or noticeably moist air.

Questions:

Do you like work that causes you to frequently get wet? Are you able to do such work?

Do you like work which is done in humid or moist conditions resulting in noticeable discomfort? Are you able to do such work?

Do you like work which frequently brings you into contact with rain, gas, snow, oil, soap, etc.? Are you able to do such work?

Do you like work which frequently brings you into contact with gas in the air, steam, fog, etc.? Are you able to do such work?

5. Noise

Work which is done near noise or vibration. Work done near enough noise to cause marked distraction or possible loss of hearing; or work done near enough vibration to cause bodily harm if endured day after day.

Questions:

Are you willing and able to work in conditions where your thoughts often are noticeably distracted by frequent loud noises?

Are you willing and able to work in conditions where you must concentrate more because of constant loud noise?

Are you willing and able to work in conditions where the surrounding noise is loud enough that you might suffer loss of hearing unless you use special clothing or equipment to protect yourself?

Are you willing and able to work in conditions where vibration is strong enough to physically shake your body and strain your muscles?

ENVIRONMENTAL  
CONDITIONS  
(continued)

6. Hazards

Work which is done in situations where there is a definite risk of injury. Work done in conditions where there is danger to life, health or of bodily injury.

Questions:

Are you willing and able to work in situations where there is a danger of injury or death?

Are you willing and able to do work which involves handling or being near possibly dangerous substances?

Are you willing and able to work in situations where there is a risk of being exposed to infection or disease?

Are you willing and able to work with sharp tools?

Are you willing and able to work with electrical equipment where there is a risk of electric shock?

Are you willing and able to work in situations where you could lose your balance or fall from a height?

Are you willing and able to work with substances which could burn you, such as chemicals, hot materials or fire?

7. Atmospheric Conditions

Work which is done in situations involving dust, fumes, odours, mists, gases, or poor ventilation, where they are likely to cause marked discomfort or possible injury to the worker.

Questions:

Are you willing and able to work in conditions where the air contains substances which may make you uncomfortable?

Are you willing and able to work in conditions where breathing is more difficult than usual?

Are you willing and able to work in conditions where there are constant unpleasant odours?

Are you willing and able to work in conditions where there are fumes, mists and gases which make seeing difficult and may irritate your eyes?

Are you willing and able to work in conditions where dust and other substances in the air may irritate your eyes or skin or cause allergic reactions?



ENVIRONMENTAL  
CONDITIONS

(concluded)

Are you willing and able to work in conditions where fumes, gases and other substances in the air present a risk of injury or disease, unless you have special protective clothing or devices?

EDUCATION AND TRAINING ROUTES

1. Up to 9 Years of Education

Clients can qualify for occupations in this group if they have completed 9 years of school or less (or equivalent). A few occupations may require the maximum 9 years.

Prerequisite - None

Questions:

Have you completed 9 years of education? Are you planning to complete 9 years of education?

Have you completed between 6 and 8 years of education? Are you planning to complete between 6 and 8 years of education?

Have you completed 5 years of education or less? Are you planning to complete up to 5 years of education?

Have you completed a combination of school and training totalling 9 years or less, or are you planning to do so?

(Clients should be advised to complete as many of the 9 years of education as possible, since employers of the occupations in this group frequently require or prefer at least Grade 8.)

2. 10 Years of Education

Clients can qualify for occupations in this group if they have completed 10 progressive years of school (or equivalent).

Prerequisite - 9 years of education (or equivalent).

Questions:

Have you completed Grade 10 (or equivalent)?

Have you completed a combination of school and training totalling 10 years in length?

Are you planning or willing to complete Grade 10 (or equivalent)?

Are you planning or willing to complete a combination of school and training totalling 10 years in length?

EDUCATION  
AND TRAINING  
ROUTES 3.  
(continued)

High School Graduation

Clients can qualify for occupations in this group if they have successfully completed high school or studies at the secondary school level (or equivalent).

Prerequisite - 10 or more years of education (or equivalent).

Questions:

Have you graduated from high school?

In the province where you went to school, have you completed at least the grade shown below?

Newfoundland	11	Ontario	12
P.E.I.	12	Manitoba	12
Nova Scotia	12	Saskatchewan	12
New Brunswick	12	Alberta	12
Quebec	11	B.C.	12

(The above grade levels are not all equivalent, but they represent the lowest grade required for high school graduation in each province.)

Are you planning or willing to graduate from high school or to complete one of the minimum grades shown above?

4. Apprenticeships

Clients can qualify for occupations in this group if they complete an apprenticeship regulated by a province or other organization. Most apprenticeships are 2 to 5 years in length.

Prerequisite: usually 10 to 12 years of education (or equivalent)

Questions:

Have you completed an apprenticeship to qualify you to work in a trade or other occupation?

Are you planning or willing to take an apprenticeship program to qualify you to work in a trade or other occupation?

Are you planning or willing to spend at least 2 years to learn a skill?

Are you planning or willing to spend up to 5 years to learn a skill?

(If you are planning or willing to take an apprenticeship program, note that you first must have completed 10 to 12 years of education - or equivalent - depending on the program desired and the province.)

EDUCATION  
AND TRAINING

ROUTES 5.  
(continued)

Vocational/Trade School or Institute of Technology

Clients can qualify for occupations in this group by completing a program of one year or less at a vocational school, trade school or institute of technology.

Prerequisite: usually at least 10 years of education (or equivalent).

Questions:

Would you like to work in a vocation, trade, craft or other skilled occupation that you can learn in one year or less?

Have you completed a program of one year or less at a (a) vocational school, (b) trade school or (c) institute of technology?

Are you planning or willing to take a program of one year or less at a (a) vocational school, (b) trade school or (c) institute of technology?

Do you think you might like to go to a business school?

(If you are planning to take a program at a vocational school, trade school or institute of technology, note that usually you first must complete at least 10 years of education or equivalent.)

6. Community College, CEGEP, Institute of Technology or Vocational/  
Trade School

Clients can qualify for occupations in this group by completing a program of more than one year and up to 3 years at a community college, CEGEP, institute of technology, vocational school or trade school.

Prerequisite: usually high school graduation (or equivalent).

Questions:

Would you like to work in a vocation, trade, craft or other skilled occupation that takes more than one and up to 3 years to learn?

Have you completed a program of more than one year and up to 3 years at a (a) community college, (b) CEGEP, (c) institute of technology, (d) vocational school or (e) trade school?

Are you planning to take a program of more than one year and up to 3 years at a (a) community college, (b) CEGEP, (c) institute of technology, (d) vocational school or (e) trade school?



EDUCATION  
AND TRAINING  
ROUTES

(continued)

(If you are planning to take a course of more than one year at a community college, CEGEP, institute of technology, or vocational/trade school, note that usually you first must graduate from high school or equivalent.)

7. University Diplomas and Certificates (undergraduate)

Clients can qualify for occupations in this group by completing a diploma or certificate program at the undergraduate university level. These programs are between 1 and 2 years in length and sometimes are counted as the first 1 or 2 years of a bachelor's degree.

Prerequisite: usually high school graduation at the university entrance level (or equivalent).

Questions:

Have you completed an undergraduate university diploma or certificate program?

Are you planning to take an undergraduate university diploma or certificate program?

Would you be willing to spend 1 to 2 years in university?

(If you are planning to take an undergraduate university diploma or certificate program, note that usually you must first graduate from high school at the university entrance level - or equivalent - as follows:

	<u>Grade</u>		<u>Grade</u>
Newfoundland	11	Ontario	13 (sometimes 12)
P.E.I.	12		
N.S.	12	Manitoba	12
N.B.	12	Sask.	12
Quebec	CEGEP (sometimes 11 for programs at some universities in other provinces)	Alberta	12
		B.C.	12

8. Undergraduate University Degrees

Clients can qualify for occupations in this group by completing an undergraduate (bachelor's) degree at a university. Professional degree programs that can be entered directly from high school are included. Previous university study is not required. Bachelor's degrees are usually 3 to 5 years in length.

Prerequisite: usually high school graduation at the university entrance level (or equivalent).

Questions:

Do you have a university degree (bachelor's level)?

Are you planning to obtain a university degree (bachelor's level)?

Are you interested in taking an undergraduate (bachelor's) professional degree at a university?

Are you willing to spend 3 to 5 years in an undergraduate university degree program (including professional programs)?

(If you are planning to take an undergraduate university degree, note that you must first graduate from high school - or equivalent. Entrance requirements vary from university to university, but in general the highest grade in the province where you went to school is required - except in Quebec which requires completion of a 2 year pre-university CEGEP program.)

9. Graduate and Similar Professional Degrees

Clients can qualify for occupations in this group by completing a graduate university degree (master's or doctorate), or a professional degree that is taken following previous undergraduate (bachelor's) university study, usually a degree. Previous university study is always required. Degrees in this group are one or more years in length resulting in a total of at least 4 years of university.

Prerequisite: usually an undergraduate (bachelor's) degree, but sometimes only 2-3 years of previous university study (or equivalent).

Questions:

Do you have a graduate university degree (master's or doctorate)?

Do you have a professional university degree (graduate or undergraduate) that was taken after previous university study?

Are you planning or willing to take a graduate degree (master's or doctorate)?

Are you planning or willing to take a professional university degree (graduate or undergraduate) after previous university study?

Are you willing to spend at least one additional year in university after a first degree, resulting in a total of at least 4 years in university (often more)?

(If you are planning to take a graduate or professional degree in this group, note that you first must complete a previous university degree, or equivalent. For some professional degrees,



EDUCATION  
AND TRAINING  
ROUTES

(concluded)

such as in law and medicine, it is sometimes possible to be admitted after all but the last year of a bachelor's degree. It is usually helpful and often required that the previous university study should be in a field related to that of the graduate or professional degree.)





